



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year

2025
26

Test Specifications English Language End of Term Exam – Cycle 3

GRADES
9-12

Overview

The Cycle 3 End-of-Term English Language assessments are designed to reflect the curriculum, ensuring systematic coverage of Reading and Viewing, and Writing and Representing. The exams focus on reading fluency, comprehension, grammar and vocabulary development, while also assessing students' ability to produce structured, coherent writing across a range of text types. Grammar and Functional Language are embedded within reading tasks to evaluate how well students apply language structures in context rather than in isolation. By aligning with the grade-level learning outcomes, the exams provide teachers with reliable evidence of students' strengths and areas for support, helping to inform instruction and guide learning in subsequent terms.

Structure

Centralised

The assessment is divided into three parts:

- **Part 1 – Vocabulary/Grammar:** Assesses skills at Grade Level Goal.
- **Part 2 - Reading:** Targets working towards and at Grade Level Goal.
- **Part 3 – Reading:** Targets working at Grade Level Goal and Beyond Grade Level Goal.
- **Writing Task:** Assesses student writing ability at Grade Level Goal.

	Part 1: Vocabulary/ Grammar	Part 2: Reading	Part 3: Reading	Part 3: Writing
Working toward Grade Level Goal		✓		
Working at Grade Level Goal	✓	✓	✓	✓
Working beyond Grade Level Goal			✓	

Text Types

This reference outlines the text types that may appear in the curriculum and in the end-of-term assessments. It provides an overview of each type's communicative purpose, along with authentic and classroom-based source examples. Teachers can use this reference to familiarise students with a range of text types and prepare them for the formats they are likely to encounter in the exam.

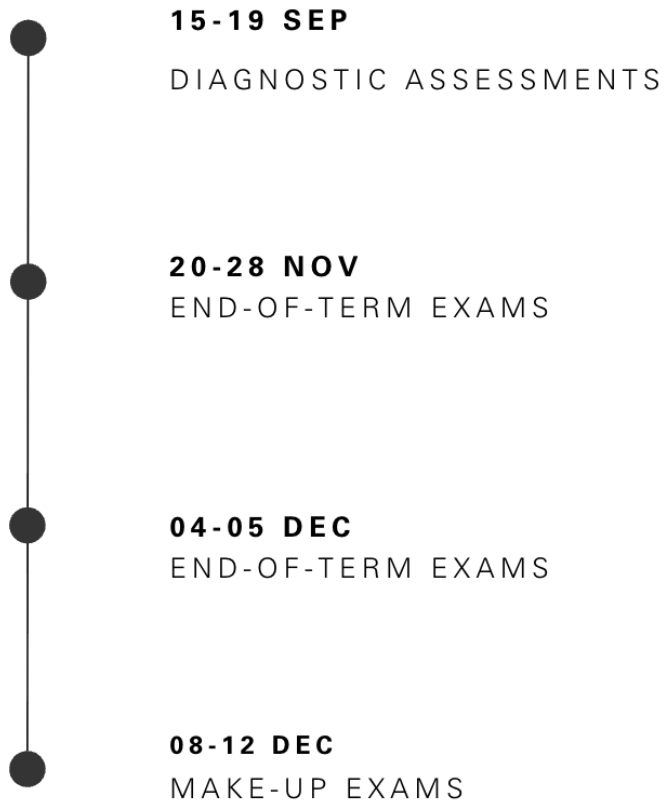
Text Type Group Name	Overview	Sources
Description	Provide explanations for what a person, place or thing is like	Travelogue or diary, Catalogue, Geographical map, Online flight schedule, Description of a feature, function, or process in a technical manual, Signs and notices, Maps, tourist leaflets, posters, Timetables, Reference lists, Webpages, catalogues, Factual descriptions, Personal descriptions, Brochures and leaflets, Guides, Annotated Bibliography, Book Review, Technical Report
Narration	Provides a sequence and description of events; tells a story	Novels, Short stories, Plays, Biographies, Comic strips, Newspaper reports of events, Anecdotes, jokes, Narratives, Fiction, Literature, Recorded passages and audio materials, Shows, drama, TV news reports, TV documentaries, Radio documentaries, Autobiography, Memoir, Case Study
Exposition	Provide an explanation of how different elements interrelate and form a meaningful whole	Scholarly essays, Diagrams showing a model of how a system functions, Graphs of population trends, Concept maps, Entries in an online encyclopaedia, Definitions, summaries, text interpretations, Factual texts, articles, and reports, Lengthy complex texts, Highly specialized sources, Technical instructions, Lectures, talks, presentations, TV documentaries, Literature Review, Research Article, Conference Paper
Argumentation	Provide viewpoints about a topic	Letters to the editor, Poster advertisements, Posts in an online forum, Web-based reviews of books or films, Argumentative texts, Reviews, editorials, commentaries, Discussions and debates, TV current affairs and talk shows, Position Paper, Editorial, Critique
Instruction	Provide directions on what to do	Recipes, Diagrams showing a first-aid procedure, Guidelines for operating digital software, Directions, Technical instructions, Warnings on hazards, Regulations, Conditions, Instructions, User Guide, Laboratory Manual, Policy Manual
Transaction	Aim to achieve a specific purpose	Everyday e-mail and text message exchanges between colleagues or friends that request and confirm arrangements, Forms, Conversations, invoices, Correspondence: formal and informal letters, Official documents, Messages on postcards, Short text messages / Twitter, Recorded audio materials, Meeting Minutes, Memorandum

Curriculum Alignment

The Cycle 3 English Language assessments are fully aligned with the curriculum, which is structured around the domains of Reading and Viewing and Writing and Representing. Grammar, Functional Language, and Vocabulary—are embedded throughout the assessments to support progression across both domains and to reflect real-world communication. The assessments are mapped to CEFR proficiency levels, mirroring the curriculum’s emphasis on inclusion, differentiation, and learner autonomy within a structured continuum of learning. In line with the curriculum, assessment tasks also integrate global competencies, providing opportunities for students to demonstrate critical and creative thinking, well-being, ethical and intercultural understanding, as well as digital and financial literacy and sustainability awareness. This alignment ensures that assessments not only measure literacy skills but also reinforce the broader aims of the curriculum.

Grade	Stage	Grade Level Goal	Resource	CEFR	IELTS
9 General	Stage 5	Grade 9 Grade Level Goal	New Interactions Grade 9 General	B1.1	4.5
9 Advanced	Stage 6	Working beyond Grade 9 Level Goal	New Interactions Grade 9 Advanced	B1.2	5
10 General	Stage 6	Grade 10 Grade Level Goal	New Interactions Grade 10 General	B1.2	5
10 Advanced	Stage 7	Working beyond Grade 10 Level Goal	New Interactions Grade 10 Advanced	B1.2-B2.1	5-5.5
11 General	Stage 7	Grade 11 Grade Level Goal	New Interactions Grade 11 General	B1.2-B2.1	5-5.5
11 Advanced	Stage 8	Working beyond Grade 11 Level Goal	New Interactions Grade 11 Advanced	B2.1	5.5
12 General	Stage 8	Grade 12 Grade Level Goal	New Interactions Grade 12 General	B2.1	5.5
12 Advanced	Stage 9	Working beyond Grade 12 Level Goal	New Interactions Grade 12 Advanced	B2.2	6

Timeline for Academic Term 1



Assessment Structure

For all formal assessments, all final scores are entered into the gradebook out of 100.

Cycle 1		
Grade	Assessment	
Grades 1 & 2	School-based (formal) – 25%	SSA (centrally guided) – 10%
Grades 3 & 4	School-based (formal) – 10%	EOT1 (centralized) – 25%
Cycle 2		
Grade	Assessment	
Grades 5 - 8	School-based (formal) – 10%	EOT1 (centralized) – 25%
Cycle 3		
Grade	Assessment	
Grades 9 - 12	School-based (formal) – 10%	EOT1 (centralized) – 30%



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Cycle 3

English End of Term Exam

Test Specifications

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Grade Level Goal

9

Academic Year 2025-2026: End of Term 1 Exam Test Specifications

Grade Level Goal	Grade 9 GLG	Learning Continuum Stage	5
Class	9 General	CEFR	B1.1
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	SwiftAssess
			Writing: 40
			Paper-based

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret texts.	Living together, learning together A whole city on campus	dormitory(dorm), campus, population, dining hall, pizza parlor, shuttle bus, learning-resource center, gallery, population, hundred, thousand, million		
		Shop till you drop! How do we shop?	mall, browse, look around, look for, save money/time/energy/gas, spend money/time, try (on), crowded, no problem		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.05.RV.S.2.1 : Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, headings and connectors, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	▪ 1 text of 150 words (10% either way) with 6 gaps focusing on the target vocabulary. ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 12)	

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, headings and connectors, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	Living together, learning together Getting there, Talking about places in a city	check, block(s), confusing, (un)successful, fork (n.), fork (v.), a few, GPS, SatNav, street map, pros and cons, neighborhood, ethnic, convenient, better, worse, industrial, residential, suburban, turn left/ right, go straight, on your left/right, stay on, next to, crossroads,	Comparative adjectives Prepositions Parts of speech
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.05.RV.S.2.1 : Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, headings and connectors, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	▪ 1 transactional text of 150 words (10% either way) with 6 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 12)

Part	Level	Theme	Vocabulary	Grammar	
Part 2: Reading	Towards Grade Level Goal Identify specific information. At Grade Level Goal Identify details Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.). Identify the main points.	Shop till you drop! Online shopping	prediction, a rate of, categories, gourmet, billionaire, e-commerce, close down	G.13.1 Present simple G.12.1 Prepositions (place) – opposite, between, next to	
		Task Description	Learning Outcomes		Construct Limits
		Multiple-Choice	Comprehension Skills Specific Information: ENG.05.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. Details: ENG.05.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. Inference ENG.05.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. Main Points ENG.05.RV.CS.6.1: Read and identify the main points of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.		▪ 1 descriptive text of 230-250 words (10% either way) ▪ 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)
		Read the text. Choose the correct answer.			

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify details Beyond Grade Level Goal Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.). Identify the main points.	Living together, learning together Success in college	prepared, organised, pay attention, take notes, attend class, tutor, grades, assignment, earn a degree, study routine, get good grades, class discussions, have good study skills	Present Simple
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: ENG.05.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. Inference ENG.05.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. Main Points ENG.05.RV.CS.6.1: Read and identify the main points of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	▪ 1 instructional text of 230-250 words (10% either way) ▪ 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Produce simple and some extended written or multimodal texts, expressing some detail with comparisons and justifications where appropriate. Recount detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience. Express ideas, information, opinions, feelings, emotions and personal perspectives, giving some simple reasons and explanations. Summarise the main points and information in simple, extended written, spoken or multimodal texts.	Shop till you drop! An email from college	Term 1 Vocabulary	Adjectives for describing towns (noisy, quiet, old, fun) There is / There are Prepositions of place and time Present simple	Writing emails and letters
		Task Description	Learning Outcomes		Construct Limits
		Guided constructed response 4.1 Read the email. Write the main idea of the email in your own words. 4.2 Read the email again. Now write a reply to the sender in which you: • prompt 1 • prompt 2 • prompt 3 Write at least 130 words.	Text structure ENG.05.WR.P.1.1: Produce simple and some extended written or multimodal texts on familiar and some unfamiliar concrete topics, expressing some detail with comparisons and justifications where appropriate with an increasing ability to convey meaning, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures. Recounts ENG.05.WR.P.3.1: Recount detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience using simple and a limited range of complex language and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures. Presentation and development of ideas ENG.05.WR.P.2.1 : Express ideas, information, opinions, feelings, emotions and personal perspectives on familiar and some unfamiliar concrete topics, giving some simple reasons and explanations using simple and a limited range of complex language and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures. Processing text in writing ENG.05.WR.S.6.1: Summarise the main points and information in simple, extended written, spoken or multimodal texts on familiar and some unfamiliar concrete topics using simple and a limited range of complex language and expressions in writing, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.		4.1 One text of 150 words related to theme. One question asking for the main idea of the text, using their own words. 4.2 ▪ One question with three prompts to elicit an argumentative text asking them to reply to the email by presenting a position and supporting it with reasons. ▪ Word count: 130 words ▪ 40 marks (based on rubric)

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Grade Level Goal

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Academic Year 2025-2026: End of Term 1 Exam Test Specifications:

Grade 10 GLG - Grade 9 Advanced/10 General – Stage 6 – B1.2

Grade Level Goal	Grade 10 GLG	Learning Continuum Stage	6
Class	9 Advanced / 10 General	CEFR	B1.2
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	SwiftAssess
			Writing: 40
			Paper-based

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret texts.	Meeting New People, Learning New Things Unique Housing for Three College Students	off campus, graduate degree, dormitory, graduate student, nature reserve, eliminate, inexpensive, privacy		
		Come Rain or Shine Feeling Under the Weather?	humidity, biometeorologists, affect, depressed, headaches, irritable, atmosphere, temperature		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	1 text of 160 words (10% either way) with 6 gaps focusing on the target vocabulary. 3 options, one of which is the correct answer 2 marks each (total: 12)	

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	Come Rain or Shine Writing a Description of Wild Weather	blizzard, cumulus cloud, gust, phenomena, gale- force, hazardous, severe, soaked, weather forecast, chance of, pouring (rain), freezing, sick of, winter break, prefer, snowboarding	Parts of Speech Comparatives and Superlatives Modal Verbs (should/could) Collocations – do, make, take, have
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 narrative text of 160 words (10% either way) with 6 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 12)

Part	Level	Theme	Vocabulary	Grammar	
Part 2: Reading		Meeting New People, Learning New Things Sharing Things	dockless bike, bike- sharing program, smartphone app, traffic, pollution, noise, litter bikes, public-transport authority, damage, theft, incentives, cooperating.	Expressing purpose.: in order to / to + verb (infinitive) Modals for Opinion/Possibility - <i>should, must, and have to</i>	
		Task Description	Learning Outcomes		Construct Limits
		Towards Grade Level Goal Identify specific information. At Grade Level Goal Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.). Identify the overall meaning.	Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: 2 x ENG.06.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Strategies Text features 1 x ENG.06.RV.S.2.1: Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Comprehension Skills Inference 2 x ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Overall Meaning 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	▪ 1 expository text of 250-270 words (10% either way) ▪ 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify specific information Beyond Grade Level Goal Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.). Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. Identify the overall meaning.	Come Rain or Shine Feeling Under the Weather?	hurricanes, damage, flooding, injuries, blood pressure, blocking (roads), pneumonia, asthma, flu (influenza), temperature, moods	Zero Conditional Modals for Opinion/Possibility Expressing purpose.: in order to / to + verb (infinitive)
		Task Description	Learning Outcomes	
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Specific information: ENG.06.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Strategies Text features ENG.06.RV.S.2.1: Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Comprehension Skills Overall Meaning ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	Construct Limits ▪ 1 expository text of 250-270 words (10% either way) ▪ 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Use a range of cohesive devices, and referencing or substitution to connect ideas in texts that are generally coherent.	Meeting New People, Learning New Things Sharing Things	Term 1 Vocabulary	Prompts to elicit: Zero Conditional Modals for Opinion/Possibility Expressing purpose.: in order to / to + verb (infinitive) Present Simple Tense - Used for stating facts and identity Cohesive devices	Describing advantages and disadvantages Comparing and Contrasting Language development for essay writing
	Produce simple and some extended written or multimodal texts, expressing some detail with comparisons and justifications where appropriate.	Task Description	Learning Outcomes		Construct Limits
	Produce simple and some extended written or multimodal texts that show awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details.	Guided constructed response 4.1 Read the text. Write the main idea in your own words. 4.2 Read the text again. Main writing prompt. • prompt 1 • prompt 2 • prompt 3 Write at least 150 words.	Coherence and cohesion ENG.06.WR.S.5.1: Use an increasing range of cohesive devices, and referencing or substitution to connect ideas in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are generally coherent, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures. Fluency in text production ENG.06.WR.P.1.1 : Produce simple, extended and detailed written or multimodal texts on familiar and some unfamiliar concrete topics, expressing comparisons and justifications where appropriate, where meaning is generally clear, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures. Text structure ENG.06.WR.P.4.1 : Produce simple and extended written or multimodal texts on familiar and some unfamiliar concrete topics that show increasing awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.		4.1 One text of 160 words related to theme One question asking for the main idea of the text, using their own words. 4.2 ▪ One question with three prompts to elicit an argumentative text asking them to reply to the email by presenting a position and supporting it with reasons. ▪ Word count: 150 words ▪ 40 marks (based on rubric)

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Grade Level Goal

11

Academic Year 2025-2026: End of Term 1 Exam Test Specifications:

Grade 11 GLG - Grade 10 Advanced/11 General/11 Applied – Stage 7 - B1.2-B2.1

Grade Level Goal	Grade 11 GLG	Learning Continuum Stage	7
Class	10 Advanced / 11 General / 11 Applied	CEFR	B1.2
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	SwiftAssess
			Writing: 40
			Paper-based

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, headings and connectors, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	A Picture of Health Handling stress, Overcoming adversity	admirable, breakthrough, gradually, unidentified, obstacle, overcome, positive, handling (stress), evaluate, coping strategies, dealing with, perspective, circumstances		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap Fill Correct the correct word(s) to complete the sentences.	Reading Strategies ENG.07.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	1 text of 160 words (10% either way) with 7 gaps focusing on the target vocabulary. 3 options, one of which is the correct answer 2 marks each (total: 14)	

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	Infotainment Staring at a screen, Infotainment	remote control, couch potato, channel surf, commercials, turn down, volume, gaming, gamers, streaming, blogging, vlogging, spare time,	Question tags Wh-questions Historic present - used to narrate past events in a livelier manner as if we were there, witnessing what was happening (p. 39)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.07.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 narrative text of 160 words (10% either way) with 7 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 14)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify details At Grade Level Goal Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.). Interpret and explain connections that may require some inference between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world. Identify the overall meaning.	A Picture of Health Longevity, Medical advice and the internet	inhabitants, preservatives, longevity. altitude, unpolluted, long-lived, prevent, accurate, dishonest, patient, remedy, validity, take advantage of, attitude, fraudulent	Stage 7 grammar
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: 3 x ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 2 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Connections 2 x ENG.07.RV.CS.3.1: Interpret and explain connections that may require some inference between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Overall Meaning 1 x ENG.07.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 narrative text of 270-300 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify details Beyond Grade Level Goal Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. Interpret and analyse explicit and implicit connections between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world to support conclusions. Identify the overall meaning	Infotainment Commercials, Visual Media and language	commercial, slogan, noticeable, original, memorable, informative , visual media, infant, passively, sense, development, limited	Stage 7 grammar
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Connections ENG.07.RV.CS.3.1: Interpret and explain connections that may require some inference between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Overall Meaning ENG.07.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 expository text of 270-300 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Produce extended and detailed written or multimodal texts, expressing comparisons and justifications where appropriate. Produce extended written or multimodal texts that generally follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a developing awareness of audience. Express ideas, information, opinions, feelings, emotions and personal perspectives, giving reasons and explanations. Summarise, paraphrase, collate and describe information and arguments from different sources of extended written, spoken or multimodal texts, giving details where needed.	A picture of Health Health Clubs, Talking about Stress	Term 1 Grammar	Historic present - used to narrate past events in a livelier manner as if we were there, witnessing what was happening (p. 39)	Summarising and retelling
		Task Description	Learning Outcomes		Construct Limits
		Guided constructed response 4.1 Read the text. Write the main idea in your own words. 4.2 Read the text again. Main writing prompt. • prompt 1 • prompt 2 • prompt 3 Write at least 170 words.	Fluency in text production ENG.07.WR.P.1.1: Produce extended and detailed written or multimodal texts on familiar and unfamiliar concrete topics, expressing comparisons and justifications where appropriate, where meaning is generally clear, although there may be some inaccuracies, especially with more complex language, and some repetition of language and structures. Text structure ENG.07.WR.P.4.1: Produce extended written or multimodal texts on familiar and unfamiliar concrete topics that generally follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a developing awareness of audience, although there may be some inaccuracies, especially with more complex language, and some repetition of language and structures. Presentation and development of ideas ENG.07.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on familiar and unfamiliar concrete topics, giving reasons and explanations using simple and a wide range of complex language and expressions in extended written or multimodal texts, although there may be some inaccuracies, especially with more complex language, and some repetition of language and structures. Processing text in writing ENG.07.WR.S.6.1: Summarise, paraphrase, collate and describe information and arguments from different sources of extended written, spoken or multimodal texts on familiar and unfamiliar concrete topics, giving details where needed using simple and a wide range of complex language and expressions in writing, although there may be some inaccuracies, especially with more complex language, and some repetition of language and structures.		4.1 One text of 160 words related to theme. One question asking for the main idea of the text, using their own words. 4.2 ▪ One question about the text with three prompts to elicit an argumentative text asking them for their opinion with evidence to support their view. ▪ Word count: 170 words ▪ 40 marks (based on rubric)

The image features two vertical bars on the left side: a thin dark grey bar and a wider gold bar. The background is white with a repeating pattern of faint, light yellow triangles. The text "Grade Level Goal" is positioned to the right of the bars.

Grade Level Goal

12

Academic Year 2025-2026: End of Term 1 Exam Test Specifications:
Grade 12 GLG - Grade 11 Advanced/12 General/12 Applied – Stage 8 – B2.1

Grade Level Goal	Grade 12 GLG	Learning Continuum Stage	8
Class	11 Advanced / 12 General / 12 Applied	CEFR	B2.1
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	Writing: 40 SwiftAssess Paper-based

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	Money Talks Making a profit and helping people, Entrepreneurs	determined, independently, motivate, pride, primarily, reward, successfully, surprising, found, highly, hire, identify, in common, quantity, raise capital, remarkable, take risks, vision		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap Fill Choose the correct words to complete the sentences.	Reading Strategies ENG.08.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	▪ 1 text of 170 words (10% either way) with 7 gaps focusing on the target vocabulary. ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 14)	

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	Nail that job Career trends in a changing world	distract, overworked, worldwide, drawback, livelihood, secure, upgrade, workaholism, gridlock, overcrowding, background, overwork, overdo, overdue, overcrowded, overestimate, overpopulated	G.1.6 Adjectives (compound adjectives) Using Participles as Adjectives – interest -> interesting/interested, bore -> boring/bored. E.g. Contestants on fear Factor have to complete many _____ frightened/frightening tasks. G.9.7 Nouns (compound nouns)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	▪ 1 expository text of 160 words (10% either way) with 7 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 14)

Part	Level	Theme	Vocabulary	Grammar	
Part 2: Reading	Towards Grade Level Goal Identify specific information At Grade Level Goal Identify and analyse mood, tone or attitude. Identify the main points. Identify the overall meaning.	Money Talks Consumerism and the human brain, Does money talk?	access, consume, consumers, economy, identical, items, victim, sustainably, consumerism, motivation, accomplishment, autonomy, creativity, critical thinking, mastery, purpose	Stage 8 vocab	
		Task Description	Learning Outcomes		Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: ENG.08.RV.CS.2.1: Read and identify specific information in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Mood, tone and attitude: ENG.08.RV.CS.7.1: Identify and analyse mood, tone or attitude when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Main points ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Overall Meaning ENG.04.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.		▪ 1 expository text of 300-330 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify details Beyond Grade Level Goal Analyse and evaluate mood, tone or attitude, whether implicit or explicit. Identify the main points. Identify the overall meaning.	Nail that job Creating a vision for your career	job-hunting, unique, long-term career, approach, encourage, evaluate, accomplishment, uncover, motivated, distracted, leisure time, powerful	Future tense (going to) Modal verbs (can, should)
		Task Description	Learning Outcomes	
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: ENG.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Mood, tone and attitude: ENG.08.RV.CS.7.1: Identify and analyse mood, tone or attitude when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Main points ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. Overall Meaning ENG.04.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	▪ 1 expository text of 300-330 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Produce clear, extended and detailed written or multimodal texts, expressing comparisons, justifications and conditions where appropriate. Express ideas, information, opinions, feelings, emotions and personal perspectives, giving Summarise, paraphrase, synthesise, compare, contrast and explain information and arguments from a variety of sources of extended and some complex texts, giving details where needed.	Nail that job My dream job and how I plan to get there	Term 1 Vocabulary	Prompts to elicit: G.18 Reported speech	FL.32 Expressing agreement and disagreement FL.16 Expressing opinion
		Task Description	Learning Outcomes		Construct Limits
		Guided constructed response 4.1 Read the text. Was the writer's opinion in the text, and do you agree with it? Give a reason for your answer. 4.2 Read the text again. Main writing prompt. - prompt 1 - prompt 2 - prompt 3 Write at least 200 words.	Fluency in text production ENG.08.WR.P.1.1: Produce clear, extended and detailed written or multimodal texts on concrete and some abstract topics, expressing comparisons and justifications where appropriate, where meaning is clear, although there may be some repetition of language and structures, and some inaccuracies with more complex language. Presentation and development of ideas ENG.08.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on concrete and some abstract topics, giving detailed reasons and explanations using simple and complex language and expressions in extended written or multimodal texts, although there may be some repetition of language and structures, and some inaccuracies with more complex language. Processing text in Writing ENG.08.WR.S.6.1 : Summarise, paraphrase and synthesise information and arguments from a variety of sources of extended written, spoken or multimodal texts on concrete and some abstract topics, giving details where needed using simple and complex language and expressions in writing, although there may be some repetition of language and structures, and some inaccuracies with more complex language.		4.1 One text of 180 words related to theme that expresses opinion, states facts and presents arguments. One question asking what writer's opinion was and if they agree with the writer. 4.2 - One question asking about their own opinion on the issue raised in the text with clear reasons to support their opinion and examples from the text with three prompts to elicit an argumentative text. - Word count: 200 words 40 marks (based on rubric)

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Beyond Grade Level Goal

12

Academic Year 2025-2026: End of Term 1 Exam Test Specifications:

Grade Level Goal	Beyond Grade 12 GLG	Learning Continuum Stage	9
Class	12 Advanced / 12 Elite	CEFR	B2.2
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	Writing: 40 SwiftAssess Paper-based

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards Grade Level Goal Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse texts.	Pushing Boundaries Nature or Nurture	roots, identical, be reunited, significant, due to, heritable, thrill, powerful, brain, mind, memory, identity, personality, behavior, insight, knowledge, colleague, peer, attitude, chemicals, natural trait, personality trait, genetics		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap Fill Choose the correct words to complete the sentences.	Reading Strategies ENG.09.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points, and word and language choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret, evaluate and critically analyse extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	▪ 1 text of 180 words (10% either way) with 7 gaps focusing on the target vocabulary. ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 14)	

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret texts.	Rise to the Challenge! My roof is alive!	insulation, conservation, original, creation, structural, layer, reduction, overflow, additions, historical, drawbacks, lightweight, wildlife, rainwater, outweigh, overconfident, cost-cutting, fastest-growing, low-priced, planet-friendly, long-term	Zero conditional First conditional G.8.1 Modals (present) G.9.7 Nouns (compound nouns)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.09.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points, and word and language choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret, evaluate and critically analyse extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	▪ 1 expository text of 180 words (10% either way) with 7 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 14)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify specific information	Pushing Boundaries The truth about multi-tasking	Multitask, rare exception, impression, memorize, solve, concentration, competent, computer-based, participants, memory skills, research, inefficient, stressful	Stage 9 Grammar
	At Grade Level Goal Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc.	Task Description	Learning Outcomes	
	Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types.	Multiple-Choice	Comprehension Skills Specific Information: ENG.09.RV.CS.2.1: Read and identify specific information in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Inference ENG.09.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Connections ENG.09.RV.CS.3.1Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Text features ENG.09.RV.S.2.1: Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	
	Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation.	Read the text. Choose the correct answer.	▪ 1 argumentative text of 330-350 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)	

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify specific information Beyond Grade Level Goal Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation.	Rise to the Challenge Overpopulation Fuels Megacities, for Better or worse	urbanization, rural, migrate, manufacturing, dwellers, thriving, infrastructure, incorporate, optimal, emissions	Stage 9 Grammar
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: ENG.09.RV.CS.2.1: Read and identify specific information in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Inference ENG.09.RV.CS.4.1: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Connections ENG.09.RV.CS.3.1: Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language. Text features ENG.09.RV.S.2.1: Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	▪ 1 expository text of 330-350 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Produce clear, extended and detailed written or multimodal texts, expressing comparisons, justifications and conditions where appropriate.	Rise to the Challenge Two Different Ways of Living: A Personal Viewpoint (Resource 05, 06)	Term 1 Vocabulary	Stage 9 grammar	FL.26 Comparing and contrasting FL.16 Expressing opinion Describing advantages and disadvantages Expressing agreement and disagreement
		Task Description	Learning Outcomes		Construct Limits
	Express ideas, information, opinions, feelings, emotions and personal perspectives, giving detailed reasons and explanations at some length. Produce extended, structured written or multimodal texts that clearly follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a clear awareness of audience. Use a wide range of cohesive devices, and referencing or substitution to connect ideas clearly in texts, ensuring coherence throughout.	Guided constructed response 4.1 Read the text carefully. What are the two different points of view presented in the text? Summarise them in your own words. 4.2 Read the text again. Main writing prompt. - prompt 1 - prompt 2 - prompt 3 Write at least 220 words.	Fluency in text production ENG.09.WR.P.1.1: Produce clear, extended and detailed written or multimodal texts on concrete and some abstract topics, expressing comparisons, justifications and conditions where appropriate, where meaning is clear, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies. Presentation and development of ideas ENG.09.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on concrete and some abstract topics, giving detailed reasons and explanations at some length using simple and complex language and expressions in extended written or multimodal texts, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies. Text structure ENG.09.WR.P.9.1: Produce extended, structured written or multimodal texts on concrete and some abstract topics that clearly follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a clear awareness of audience, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies. Coherence and cohesion ENG.09.WR.S.5.1 : Use a wide range of cohesive devices, and referencing or substitution to connect ideas clearly in extended, structured written or multimodal texts on concrete and some abstract topics, ensuring coherence throughout, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies.		4.1 One text of 200 words related to theme that is structured on two thoughts. Organise the discussion of each aspect into separate paragraphs. One question asking what the two points of view presented in the text are, in their own words. 4.2 - One question asking them to write a comparative essay in response to the text. - Three prompts comparing the points of view, explaining which point of view they agree with (giving reasons) and supporting their choices with evidence from the text. - Word count: 220 words 40 marks (based on rubric)